
“TSOGA O ITIRELE”: A REFLECTION ON A PARTICIPATORY ACTION RESEARCH PROCESS

by

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SUMMARY

The report is about participatory action research with caregivers at the “Tsoga O Itirele” centre for the mentally disabled. It was a process where the caregivers were involved in a series of action, plan and reflection in researching their situation.

The facilitation process assisted the caregivers to look at their problems at the centre and improve service delivery in caring for the mentally disabled children. Several meetings were held where action, plan and reflection took place. Caregivers decided on their own when to meet and discuss issues that concerned them. They planned what needed to be dealt with and took collective action to address these needs.

The facilitation process enabled caregivers to research their own problems, embrace errors experienced and recognise progress. People Centred Approach, Community Development and Participatory Action Research complemented one another in capacitating caregivers. Through it they learned to improve their own programmes and to run their meetings, improve marketing skills and fundraising.

The concepts for the study are:

- Capacity building
- Caregiver
- Facilitation
- Learning process
- Mentally disabled
- Participation
- Participatory action research
- Action
- Planning
- Reflection
- Skill development

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CHAPTER 1

"TSOGA O ITIRELE" : BACKGROUND OF THE STUDY WHICH LED TO THE PARTICIPATORY ACTION RESEARCH PROCESS

1.1 INTRODUCTION

This research is part of a Masters degree in the Department of Social Work at Unisa. During this course the student became familiar with Rogers' Person Centred Approach (PCA) as a theoretical orientation in understanding and helping people, Community Development (CD) and Participatory Action Research (PAR). PAR has similarities in approach with Rogers' Person Centred Approach (PCA) and like CD is an intervention which mobilises groups of people to action.

In this study a participatory action research process is used to describe a case-study of the research process in a community development project where caregivers at a centre for mentally disabled parents wanted to improve their service rendering and build their own capacity.

1.2 BACKGROUND INFORMATION ON WHAT LED TO RESEARCH

1.2.1 The story of the community:

Mamaolo is a rural area in the Northern Province about 52 kilometres South of Pietersburg next to Lebowakgomo township (see map below). It is an area without facilities for the mentally disabled. In 1995 a centre for mentally disabled people was started by the women with no outside assistance. Some of these women were from the women's club known as "Tsoga O Itirele", which means WAKE UP AND DO THINGS FOR YOURSELF. The other women were parents of the mentally disabled.



Ten women wanted to provide special care and education for the mentally disabled children. The women volunteered to be caregivers.

1.2.2 How the centre developed

The people had started this project on their own. This shows the power and the creativity of the people in the community. The project started running when one of the members of the women's club, who was also to be a caregiver, found a venue. It was a two-roomed mud built house (see picture). The caregivers donated some food, and requested the parents of the children to contribute towards the buying of groceries. Transport for the children who were far from the centre was a problem experienced by the caregivers and parents of the children.

Mud house for "Tsoga O Itirele" Centre



Soon the local district social worker became involved in rendering a service to the centre. After a while the caregivers expressed the need to be capacitated to be able to offer a better service to the children.

The district social worker linked the caregivers with the Sunshine Centre Association for the Mentally Disabled to attend a START (Strive Towards Achieving Results Together) training programme. The START programme added to the knowledge and skill development of caregivers. They were able to assess the mentally disabled children and recorded what they observed for further verification by the trainers.

Through the START programme the caregivers learned that children were to be treated the same according to their age, capabilities and developmental functioning. Mentally disabled children could be of the same age but behave differently, meaning that a twenty-year-old person might behave like a three-year-old child.

The caregivers were motivated by the trainers at the Sunshine centre to conduct home visits to families known to have mentally disabled children. The caregivers carried packs of play balls and bandages to offer physical exercises to children. Charts were kept to record vital information such as the age of the child, history of the child, birth, whether the child was born at home or at a medical centre like the hospital or the clinic. These charts assisted them to observe if there was progress when offering physical exercises to the mentally disabled children. The home visits also served as a mechanism of marketing services for their centre in the community. The caregivers sent monthly reports of the services rendered to the training centre.

After the caregivers had attended the START programme the district social worker linked the student with the centre. She did this because she knew that the student was busy with her Masters Degree and could be of assistance in facilitating the capacity-building process as identified as a need by caregivers. Although the centre was running they expressed the need to be capacitated

more specifically regarding the management of the centre. The student decided to work together with the social worker to facilitate a process of change integrating PCA and CD.

1.3 PURPOSE OF THE STUDY

- To reflect on the PAR undertaken with the women participating in the CD process.
- To show the integration of PCA, CD and PAR.

1.4 THEORETICAL APPROACH

1.4.1 PCA as my theoretical orientation to working with people:

The theory applied when working with "Tsoga O Itirele" was Rogers' Person Centred Approach. Rogers' theory on the person provides a way of understanding people, their behaviour and change. This theory has nineteen propositions that can be used when working with individuals but three in particular will be used to substantiate participation by the community. The propositions are five (5), seven (7) and twelve (12).

Proposition five (5) states that "Behaviour is basically the goal-directed attempt of the organism to satisfy its needs as experienced in the field as perceived." (Rogers 1951:491-492).

The proposition implies that the community will not be ready to participate in projects unless they are aware that the facilitator understands their needs. The facilitator must create conditions to become aware of their needs. If members are denied the opportunity of exploring their needs, they may behave differently to satisfy the felt needs and this may not fit with the project being pursued (Korten & Klauss 1984:302 and Swanepoel 1992:69).

In determining what the community's needs are, the facilitator has to talk with them so that the issues about which they feel strongly can be identified. This happens when the facilitator is involved in conversation with the people and listens and tries to understand what they are talking about (du Toit, Grobler & Schenck 1998:19).

If the facilitator learns from the people she/he will be aware of the behaviour which could be displayed as a means to satisfy the felt needs. Getting to know the caregivers helped the facilitator to realise what changes were needed for them to grow and be capable of resolving their problems and improving the centre (du Toit, Grobler & Schenck 1998:14-16).

Proposition seven (7) says "The best vantage point for understanding behaviour is from the internal frame of reference of the individual himself" (Rogers 1951:494-497).

If this proposition is followed the facilitator engages in discussions with the community to learn from them what they perceive as needs, values and aspirations and how these can be fulfilled. The facilitator will then be in a better position to plan with and not for the community (du Toit, Grobler & Schenck 1998:55-59).

Proposition twelve (12) states that "Most of the ways of behaving which are adopted by the organism are those which are consistent with the concept of self" (Rogers 1951:507-509).

This implies that people should be given the latitude to design and plan their own projects from their frames of reference consistent with their concepts of the self. The facilitator needs to be aware that community members will not participate unless their needs are acknowledged and consistent with their values and circumstances. The facilitator's role is, then, to listen, learn, avoid generalisations and discover the uniqueness of the people. The blueprint approaches of programmes planned by the facilitator are not recommended (du Toit, Grobler & Schenck 1998:29-30 and Korten & Klauss 1984:184).

Rogers' (1951) person centred approach places people centrally and perceives people as having potential and being continually in a process of growth and development. In order for people to grow, develop and change, a conducive environment needs to be created. The role of a helper is to facilitate the people's action according to their frames of reference. The facilitator can not claim any recognition for the results of the change. The people experience that they did it themselves.

PCA provides a theoretical orientation for what is implied but not explained in PAR and CD.

1.4.2 Community development:

Community development is a process of collective action by a community action group where people are facilitated to bring about change in a community. It is person centred as explained by PCA. The aim of CD to achieve change is based on research of different kinds (Chitere and Mutiso 1991:68-69). PAR is a research model that fits well with person centred approach and CD.

The facilitation of the "Tsoga O Itirele" caregivers started as a community development process. Caregivers were involved in educational approaches, which raised their levels of awareness and increased their confidence and the ability to identify and tackle problems (Chitere & Mutiso 1991:68).

Collective action implies participation by the concerned or interested people. Participation means that people should not only participate when physical labour is required. They should take part from the first stage of thinking about what the needs are and what needs to be done in the project, seeking information, and being involved in discussions and decision making (Swanepoel 1992:3-5).

People need to be guided through the facilitation process to take the initiative. To be meaningful, development should begin with and within the people. Efforts to

promote change will not be sustainable unless the motivation comes from within the people (Swanepoel 1992:3-5 and Burkey 1993:35).

1.4.3 Participatory Action Research:

Henderson and Thomas (1994:322) state that the research process is pertinent to the community being involved in the development of and ultimately reflecting the effectiveness of their project. The research process is an activity based on the sequencing and interdependence of a series of tasks. PAR is a research process where participants research their own situation to bring about changes.

PAR also emphasises participation. The participatory action research process is about people taking part in different phases of the research from initiating the research ideas, planning and to the actual carrying out of the plans of the research. The crucial criterion is not the degree of participation but whether the planning, action and reflection accompanying the research process emancipates the people involved. The facilitation process should give the participants more room for action and implementation (Reason 1988:130).

PAR is relevant as it is concerned with the problems of the people and letting them participate in bringing about changes in their lives. The facilitator has to provide people with tools to design and evaluate their own specific projects. PAR helps people to shape their lives by pressing for social change. It gives people the opportunity to participate and take charge of their affairs (Holland & Blackburn 1998:5, 146).

People discuss issues which concern them. They explore, collect and analyse data through the use of a range of verbal methods, like workshops, meetings, group discussions and brainstorming (Hope & Timmel 1995:49-53 and Collins 1999:59).

1.5 REASONS FOR CHOOSING PARTICIPATORY ACTION RESEARCH (PAR) TO DESCRIBE THIS CASE-STUDY

Participation was based on the felt needs of the caregivers with facilitator moving at their pace. She facilitated a process allowing the caregivers to research their problems to bring about changes by being involved. Participation in research is a learning process where people progress towards self-sufficiency and self-reliance (Swanepoel 1992:17).

On looking back on how the caregivers became capacitated for their roles, it was clear that the process that had evolved, although initiated as a CD process, had simultaneously been a process of PAR. It is therefore documented as a PAR process.

The caregivers were enabled to bring about the desired changes, because as Burkey (1993:35) states, development is meaningful when the motivation comes from within the people themselves. I also agree because if people are not encouraged to research their situation change cannot be realised.

Participatory action research is intended to increase the people's knowledge of themselves and their situation. When people have gained knowledge, they will gain greater control of their own lives through action emerging from the research. People themselves have to participate because without action, research becomes an exercise for the benefit of the facilitator only. The caregivers were involved in a repetitive and cyclical process of planning, action and reflection. A high degree of co-operation and involvement between the facilitator and participants prevailed, with constant feedback loops and a commitment to using findings to resolve social problems (Chesler 1991:760).

1.6 AIMS AND OBJECTIVES OF THIS STUDY

- To write up a case study on a PAR process.

- To show how the conscious integration of the person centred approach, community development and participatory action research can be applied.
- To research the PAR process.

1.7 THE VALUE OF THE STUDY

To demonstrate the integration of PCA, CD and PAR and to make social workers aware that capacity building can be facilitated through PAR.

1.8 LIMITATIONS OF THE STUDY

The following aspect may be the limitation of the study:

- The planning action reflection process is continuous.

1.9 RESEARCH METHODOLOGY

PAR will be discussed in depth in chapter 2. This report is a case study to demonstrate how PAR facilitates capacity building. Data collection was in essence a participatory reflection process.

Participatory Rural Appraisal (PRA) learning methods were used to gather some of the data. One of the methods used was mapping, through which the facilitator also learnt from the women about the community. PRA, according to Chambers (1992:291), stresses process, participation, local knowledge, and reversal of learning and is therefore congruent with PAR.

1.10 STRUCTURE OF THE REPORT

The research report is divided into four (4) chapters. Chapter 1 provides the background of the study, which led to the PAR process. Chapter 2 represents a literature review on PAR. Chapter 3 is concerned with the implementation of the Participatory Action Research Process: The case description. It also includes the summary of planning, action and reflection at meetings. Chapter 4 will include

what has been achieved by the caregivers based on PCA, CD and PAR, my reflection, findings, conclusion and recommendation.

The PAR report was based on the plans, actions and reflections of the caregivers. Note taking was done in all the meetings, which the facilitator attended, and some notes were from the caregivers, as the facilitator did not attend all the meetings.

1.11 DESCRIPTIONS OF CONCEPTS

- Capacity building – is a process of encouraging the community to be assertive, organise their activities better, rethink their roles, clarify their priorities, link-up with other similar organisations which can help them design and implement their priority programmes (Holland & Blackburn 1998:41).
- Caregiver – is a person who regularly cares for children or elderly or disabled people (Fowler, Fowler & Thomson 1996:198).
- Facilitation – is a process of helping people to make it possible for them to do something they have decided to do on their own (Burkey 1993:73-74)
- Learning process – is learning through action taking (Swanepoel 1992:70). It is the process of going through the effectiveness, efficiency and expansion phases of community development (Korten 1984:184).
- Mentally disabled – is intellectually defective functioning where a person cannot use her/his potential fully (Hutt & Gibby 1976: 118).
- Participation - is full involvement in decision making and action that affects the participant's existence. Participation is facilitated by a collective process of learning by doing, reflecting on the actions and planning towards development (Burkey 1993:57-58).

- Participatory action research – is research where participants research themselves to learn more about their society to bring about changes (Burkey 1993:120).
- Action – is taking part in the process of action on planned programmes to accomplish the desired outcome (Hope & Timmel 1995:21).
- Planning – is a process of anticipating action and bringing together three elements: needs, resources and objectives and then relating them to a fourth element that is action (Swanepoel 1992:79).
- Reflection – is an internal process of understanding and reasoning by the people on their situation about what limits them and then overcoming that (Henderson & Thomas 1994:126 – 127).
- Skills development – is the acquisition of skills that are needed for the effective operation of organisations and collective undertakings to implement action plans (Rahman 1993:157-158).

CHAPTER 2

LITERATURE REVIEW ON PAR

2.1 INTRODUCTION.

In this chapter PAR will be discussed as a research method, but also as a way of facilitating the participatory way of working. A brief explanation of research, participatory action research and participation is as follows:

- Research – is an act of gathering data from the people by external research based on a subject-object relationship which assumes and asserts the myth of the incapability of the people to participate in the research as equals (Burkey 1993:61-62).
- PAR – is an act of liberating the thought process of the people by taking part rather than the outsiders educating them. Participants take part in researching their situation to bring about the desired changes (Rahman 1993:89).
- Participation – is an active involvement of the people in a process of learning by doing, reflecting on the actions and planning towards development (Burkey 1993:57-58).

2.2 HISTORY OF PAR

The roots of PAR lie in popular education which emerged in Brazil in the 1960's based on the ideas of Paolo Freire. Freire, a Brazilian educator, was opposed to oppression of the uneducated by the educated so he developed popular education which is education for social change. It questioned the schooling that was part of an oppressive political, social and economic system. It challenged the way people were taught in schools – a way that silenced them and made them conform (Towfie 1998:11).

He felt that for people to be liberated they had to be assisted to be aware of their problems in their own context. It is important for people to be given the opportunity to think, produce and act upon their own ideas, rather than absorbing other people's ideas. It is important for people to engage in reflection on their own concrete situation and to realise that if people engage in true reflection it will lead to action (Freire 1972:80).

Popular education aimed to empower poor people and those who had been excluded from decision-making structures. It did this by making them aware of how they were being exploited. It helped groups of people to see how their problems were part of larger structures and what actions they could take to challenge them (Hope & Timmel 1995:16).

Freire felt that as causes of people's problems became clear, they would analyse and discuss what joint action could be taken to change their situation. The term used by Freire for this process is the planning- action- reflection cycle, which leads participants to understand their reality (Towfie 1998:13).

The community needs to be aware of developing the self and a self-conscious outlook and to be provided with a chance of learning from experience. The underlying assumption appears to be learning by action and also that people can learn, grow, and develop by doing (Chitere & Mutiso 1991:70-71).

Hope and Timmel (1995:17) add that Freire recognised that emotions play a crucial role in transformation. Facilitators need to start with issues which the community has strong feelings about like hope, fear, worry, anger, joy and sorrow. Posters, plays, photographs, slides, songs and simulation games can be used to help focus the attention of the people on the problem. Problems had to be brought to the surface to break through the deadening sense of apathy and powerlessness which paralyses the poor in many places. Freire (1972:76-95) mentions that people themselves must choose the issues, which are central in their education and development programs. He calls the issues "generative themes".

Once the generative themes are found it is important to find a concrete way of presenting a familiar experience of the core problem back to the group. This would make the people realise that they have something to say on the issue. The role of the facilitator throughout the process is not to give answers, but to set up a process where the group can search for answers on their own. A banking approach was differentiated from the problem posing approach (Freire 1972:46-59).

Banking approach	Problem posing approach
<ul style="list-style-type: none"> Teacher is seen as possessing all essential information. People are seen as empty vessels needing to be filled with knowledge. 	<ul style="list-style-type: none"> Animator provides a framework for thinking by creative, active participants to consider a common problem and find solutions.
<ul style="list-style-type: none"> Teacher talks. 	<ul style="list-style-type: none"> Animator raises questions: why, how, who?
<ul style="list-style-type: none"> Pupils absorb passively. 	<ul style="list-style-type: none"> Participants are active, describing, analysing, suggesting, deciding and planning.
<ul style="list-style-type: none"> Knowledge is seen as a ready-made package of reliable information that must be passed from one person to another. 	<ul style="list-style-type: none"> People are actively involved in the social construction of knowledge.

Participatory action research is a technique and a method of popular education of adults. Popular education's intent is to build an alternative educational approach that is more consistent with social justice (Towfie 1998:13).

2.3 DESCRIPTION OF PAR

The following descriptions of PAR are given:

- PAR is research that liberates the thought processes of the people rather than outsiders educating the poor (Rahman 1993:89),
- PAR is research that awakens interest among poor people to learn more about their own society (Burkey 1993:199-120).
- PAR is research that clears space for people for their own action and for increase in control of their own affairs (Reason 1988:140).
- Argyris and Schön (1989: 613) mention that "participatory action research is a form of research that involves practitioners as both subjects and researchers". The participants research their own practice and how it brings about change (Selener 1997:58-65 and McTaggart 1997:7)

The authors (Rahman 1993:91; Selener 1997:58-65 and McTaggart 1997:7) emphasise the fact that a gap between the researchers and the researched needs to be bridged to instil the spirit of togetherness.

I also agree with the authors because people need to be given the opportunity to participate in researching the situation in which they want to bring about the desired changes. The facilitator's role is to encourage participation and to provide guidance.

2.4 AIMS AND OBJECTIVES OF PAR

Fals Borda (1984 :2) mentions that participatory action research aims to produce knowledge with and for the oppressed and the exploited people and social classes. The summarised aims of PAR are:-

- To enable people and classes to wield transforming power as expressed in projects, acts and struggles as well as in concrete developments.

- To produce and elaborate the people's own socio-political thought.
- To be aware that recognition of participation helps to reduce the difference between intellectuals and grassroots communities, vanguards, experts and clientele. Hence the immense capacity for creativity that the difference implies, as it allows one to reject dogmatism, vertical authoritarian structures, and traditional patterns of exploitation and domination (Fals Borda 1984:3).
- To break down the distinction between the researcher and the researched, the subjects and the objects of knowledge production by participation of the people for themselves in the process of gaining and creating knowledge, and simultaneously, getting education, developing their consciousness and the mobilisation of action (Schenck 1996:194).
- To return to the people the legitimacy of the knowledge they are capable of producing and to increase the development of workers and the community understanding of the local situation (Rahman 1993:91).
- To increase the insight of the local people, especially the poor, about causal factors, their relationship and extraneous variables contributing to their poverty (Burkey 1993:60-64).

Burkey (1993:60-64) goes on to state that participatory action research starts from the principle that it is not possible to separate facts from values and social relationship. Participatory action research regards science as an activity in which the investigator becomes part of the reality being investigated. Research is therefore put back into the hands of the people. This means that people have knowledge and all that can be done is to facilitate the process to assist them to take part in knowing.

In summary, the main aim of PAR is to reduce the distinction between the researcher and the researched by incorporating them in a collaborative effort of knowledge creation that will lead to community improvement. People are not

being researched from the outside but are researching themselves (Sarri and Sarri 1992: 267-80; Rahman 1993:91 and McTaggart 1997:7).

2.5 CHARACTERISTICS OF PARTICIPATORY ACTION RESEARCH

According to Sarri and Sarri (1992:267-80) participatory action research has the following characteristics:

- A Participatory process

It emphasises participation and collaboration where the researchers and participants are all learners in the research change process. Community members are actively involved in all aspects of the research and action efforts like the identification of needs, planning, implementation and reflection. Priority is given to addressing issues and conditions identified by the community.

- Based on people's knowledge

It recognises the experiences and knowledge of community members as valid. The experiential learning effort encourages members to explore and reflect on their experiences and perspectives of their situation and environment.

Participatory action research emphasises the obligation to return knowledge to the people and encourages the people themselves to preserve knowledge in forms that will be available to poor people. People will then gain greater control over their own lives through action emerging from research.

- Empowering / Capacity building process

Individuals and communities are capacitated to act on their own behalf, by lessening their dependence on external forces, and by developing local leadership and skills to identify and solve problems on an ongoing basis.

- Closes the gap between knower and known

The notion of scientific objectivity and neutrality is rejected. It helps to alter the existing power and increase the access of community members to knowledge and skills typically monopolised by researchers. Participation in knowledge demystifies the myth of expertise and develops a sense of ownership. Members have their own experiences, and as such they need to be respected and be given a chance to explore more.

- Action reflection process

Without action by the people themselves, research becomes an exercise for the benefit of the researcher only. Being made conscious with knowledge other than their own cannot liberate people. It is absolutely essential, therefore, that the people develop their own indigenous process of consciousness raising and knowledge generation and that this process acquires the social power to assert itself vis-a-vis all elite consciousness and knowledge (Rahman 1993:83).

2.6 PAR AS A LEARNING PROCESS

Participatory action research will not be successful if members of projects are not given the latitude to be part of the learning process (Burkey 1993:60-64).

Korten (1984:184) mentions the three phases of the learning process approach which a project passes through. The phases are learning to be effective, learning to be efficient and learning to expand.

- Learning to be effective

It is the initial phase where community needs are addressed. The community workers move in the community and the project is started. Mistakes are made during this phase. The team learns from the mistakes and adjusts the project accordingly to meet the community needs.

- Learning to be efficient

It is the phase where the project is established in the community. Community members start taking on responsible duties for the project to continue. Knowledge and skills are learned and members become self-sufficient and develop self-confidence.

- Learning to expand

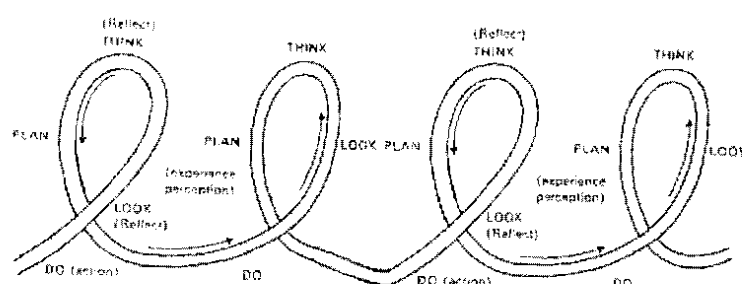
The project has been established and the results are witnessed. The community is the leader itself because it makes decisions. They start to expand as other needs are addressed. The community members are in a position to prioritise the needs that are identified. They may even plan to establish the next project.

2.7 THE PROCESS OF PAR

Participatory action research is an ongoing process of planning-action-reflection where people are both the subject and object of research, where the investigator not only shares the reality, but in fact participates in it as an agent of change (Burkey 1993:60-64).

PAR generates knowledge and practice and initiates a process of planning-action-reflection, which leads communities to understand planning based on their reflections and on new ideas. They continually reflect on their actions to be able to go forward.

Burkey (1993:64) also regards a true development process as based on a continuous series of planning-action-reflection.



Rahman (1993:80) writes that people should be motivated to meet periodically to review their experiences, to undertake periodic fact finding investigations on their environment and to take decisions for subsequent action as based on their own research. The research assists the community itself to generate a process of people's praxis, which is an inseparable relationship between action and reflection, that is a progressive action-reflection rhythm.

Sarri and Sarri (1992:268) also agree that PAR is appropriate for improving the likelihood of change being sustained in projects. The failure to integrate the active ongoing involvement of participants in the research process contributes to a powerful resistance to change. As a result these planned change efforts often achieve only superficial compliance from the participants.

Selener (1997:58-65) realised that group decision making is especially effective if it is based on analysis of available factual information. Through the process of collective discovery, group members more readily accept change rather than resist it. Selener (1997:65) also confirms that a participatory action research project is an ongoing cyclical process of problem definition, information gathering, feedback discussion of the information, action planning, action taking and reflection.

Chitere and Mutiso (1991:71) refer to PAR as a cybernetic method, meaning that information is feedback into the action and the effects are observed. Feedback helps in the correction of action of the whole or certain aspects of the change process.

The authors (Burkey 1993:60-64; Rahman 1993:80; Sarri and Sarri 1992:268; Selener 1997:58-65 and Chitere and Mutiso 1991:71) agree that the change process starts with the immediate perceived goals of the members. The facilitator may assist them in understanding problematic situations, which may lead to redefinition of goals. The facilitation process should help the community to participate in decision making. Members are supposed to be part of the

planning, action taking and reflection process. If this is encouraged, members learn from their mistakes and come up with ways of correcting them.

2.8 SUMMARY

The chapter is based on the idea that people need to be enabled to think and be aware of their own problems. If problems are not yet meaningful to people, they may not act to correct the situation.

- Description of PAR

Is described as research that involves people in researching their own situation.

- History of PAR

Is based on the development of Freire's ideas in popular education. It is a research process, which is not only about knowledge but also about action and is performed by the subjects themselves.

- Aims and objectives

Is to recognise participation of the people, break down the distinction between researchers and researched, and to return to the people knowledge they are capable of producing.

- Characteristics of PAR

Is a learning process through participation. The gap between the knower and known is closed because they both share information and learn from one another.

- Learning process

Is learning by doing when people go through the phases of the learning process approach.

- The Process of PAR

Is a planning-action-reflection circle, where people participate in researching their situation to bring about changes.

It is imperative that participants are involved in decision making to bring about changes because they will then identify with the process.

CHAPTER 3

THE IMPLEMENTATION OF PARTICIPATORY ACTION RESEARCH: THE CASE DESCRIPTION.

3.1 INTRODUCTION

The participatory action research process started when the ten (10) caregivers who were part of the women's club of the mentally disabled children requested the facilitator to work with them to create change in their daily work with children. They needed capacity to manage the centre better, particularly in project and financial management. The CD and research process took approximately fifteen months. The meetings ranged from four to eight hours per meeting. The chapter will show the different phases of group planning, action, and reflection.

3.2 OVERVIEW OF THE PROCESS

The phases do not fit chronologically with the meetings but are divided according to the themes of action. It is difficult to state clearly how many sessions were conducted in each phase because of the overlapping.

➤ **PHASE ONE**

Entering the community, and making contact.

➤ **PHASE TWO.**

Need identification.

➤ **PHASE THREE.**

Resource identification and prioritisation of needs.

➤ **PHASE FOUR.**

Implementation.

3.2.1 PHASE ONE : Entering the community and making contact

- Action: Facilitator's entering and making contact

The facilitator entered the mentally disabled centre for the first time with the district social worker. The social worker introduced the facilitator to the caregivers. The facilitator expounded on the possibility of facilitating capacity building through researching needs with the community and planning action based on their needs. The facilitator's initial aim was to get to know the community better and establish what resources were available. A community profile was done with caregivers using a PRA technique so that they could experience themselves participating from the beginning. The facilitator used a "mapping" (see Chambers 1992:6-15) and that is a PRA exercise partly to build relationship and also to know the global view of the broader Mamaolo community as perceived by the women/caregivers. Stones, sticks, empty soap containers and dry leaves, were used to build a model of the community.

The centre was also identified by the social worker, rendering services to the centre, as eligible to receive poverty alleviation funding from the Department of Health and Welfare. A business plan had to be drawn up. The social worker facilitated the drawing up of the business plan during this session.

The social worker and the facilitator assisted the caregivers to express the items in their business plan in monetary terms. This was used as another opportunity to get to know the caregivers better.

- Reflection:

- Facilitator – The first phase helped the facilitator to gain entry, and start to get to know the people. The first phase assisted the worker to have a global view of the broader Mamaolo community, the "Tsoga O Itirele" project and the caregivers as people.
- Group - The caregivers mentioned that they had the opportunity to show what they had already achieved like putting costs to the items on their

budget to guide the Department about funding needed. It was a positive action and caregivers mentioned that they were excited about drawing up a business plan, as it was their first experience of this and the mapping exercise, which helped them to participate actively.

- Planning:

The facilitator discussed with the caregivers the need to proceed with need identification.

3.2.2 PHASE TWO : Need identification

- Action: Need identification

The phase focuses on meetings attended by the facilitator. The facilitator attended meetings with the caregivers, to assess whether the PAR facilitation process could begin. Information on CD and different phases of the CD process was shared with participants. After the explanation, caregivers agreed to engage in the CD process. They formulated the research question to address the felt need of being capacitated. The research question was formulated as follows:

How can we be capacitated to deliver a better service to the centre?

Meetings were held with the caregivers in the need identification phase. Needs identified were accommodation for children, fencing around the centre, sponsorship from the government for the running costs, water, electricity, subsidised transport and registration of the centre as a school.

The recording of the proceedings was done by one of the caregivers as part of capacity building. The facilitator also kept her own records for research purposes. The caregivers felt they needed a specialist teacher and curriculum because they did not have the knowledge to assist or stimulate the children educationally.

Other needs identified were accommodation (hostel), a vehicle for transportation purposes, food, stationery, uniforms and involvement in sport, specifically netball.

- Reflection

The caregivers started the centre but they needed to be facilitated to be effective and sustain it. To succeed they realised that they needed a facilitator for the project to become efficient.

- Planning flowing from the reflection

Caregivers decided that another meeting should be arranged on a Sunday afternoon, as most of them would be free. The purpose was to continue with the need identification.

- Action

During one of the subsequent meetings the caregivers decided that there was no need to go on with need identification, and that other needs could be added as they might arise. The process evolved further towards resource identification. Members decided to follow-up on the poverty alleviation money they had applied for.

3.2.3 PHASE THREE : Resource identification and prioritisation of needs

- Action: Resource identification by caregivers

The resource identification process was facilitated. The facilitation process helped the caregivers to participate actively. Another PRA (Participatory Rural Appraisal) exercise known as the Venn Diagram was used. The participants cut different sized circles from paper. The big circles were used by the caregivers to denote a resource, organisation or the people of great importance and status to the centre, while the small circles were used to indicate less important relationships. The proximity of the circles to each other indicated the closeness of the relationship while the overlapping of circles showed linkages. (See annexure of the Venn Diagram by Jones 1996:2-5).

The resources identified referred to organisations and people that the group members saw as being potentially useful.

The resources identified by the caregivers were as follows:

- The Department of Health and Welfare for offering guidance through the social worker.
- The social worker (Ms Dibakoane) for rendering services to the centre.
- The district community worker who assisted with advice when the centre started (Mr Ntsoane).
- Tsoga O Itirele Women's club and caregivers for initiating the centre.
- The Department of Works for the possibility of building a new centre.
- Thabamoopo Mental Hospital for offering guidance on mentally disabled.
- The tribal office for the possibility of allocating a building site and support for the project.
- The driver who brought children to the centre as arranged by caregivers and the children's parents.

• Reflection

In the resource identification exercise caregivers experienced taking part actively. They stated that the Venn Diagram helped caregivers to think about a number of resources. They indicated that the discussions were the best way for them to agree or to disagree and ultimately come to some consensus. The caregivers also mentioned that the exercise helped them to think critically about resources which had been taken for granted, and they were happy to realise how capable they were to come up with the resources around them.

- Planning

The facilitation process described above led to planning to do needs prioritisation.

- Action

Needs prioritisation was done with caregivers. Caregivers ranked their expressed needs by first discussing them and thereafter ranking them according to priority as follows:

- A fence around the centre.
- Accommodation for the children.
- Registration of the centre as a school.
- Provision of a teacher and the curriculum.
- Subsidised transport.
- Water.
- Electricity.
- Sponsorship from government concerning the running costs.
- Completion of the building.

After they had followed this up with the District Social worker members were informed that the money for poverty alleviation had been approved. They were told that the money could be deposited into their banking account.

- Reflection

The caregivers looked at the results of the meeting, and felt that they achieved much on needs and resource identification. They experienced that need prioritisation assisted them to rank important needs. The sessions helped them to witness the importance of working as a team towards improving their present state of affairs and that the needs prioritised were important to the centre. They realised that they had participated collectively and actively concerning needs

prioritisation. They also felt good that they were becoming knowledgeable about brainstorming.

They were excited about the feedback received on the money applied for.

3.2.4 PHASE FOUR : Implementation

- Planning

Caregivers planned the following action concerning the identified needs:

- To write letters to State Departments like Education, for provision of a teacher, Water Affairs and Forestry for water, Works for completion of the building and fencing of the yard, and Eskom for electricity.
- To draw up a timetable for meetings to organise and speed up most of their activities because they used to call unplanned meetings. They realised that they needed to have regular and planned meetings to be able to reach their goals.
- To attend capacity building workshops to improve the running of the centre.

- Action

The discussions were on drawing up a timetable for meetings to avoid meetings being called in an unplanned and haphazard way. The caregivers decided that committee and general meetings would be held separately. The plan was to hold monthly meetings to be attended by the committee and parents of the mentally disabled while others were for the committee and caregivers.

Bi-monthly meetings were for the executive committee made up of the caregivers and the women's club. The agreement reached was that the executive meetings were to be followed by meetings where parents of the mentally disabled could

get feedback or information from the executive committee and vice versa. The idea of planning meetings was welcomed.

The caregivers then drafted letters to the various departments. They also divided the tasks of delivering letters amongst them.

An unplanned point was raised by the caregivers. They were allocated money by the poverty alleviation fund and had to start using the money. They decided to use the money to train the mentally disabled children in skills like sewing, knitting, and crocheting as stated in their business plan. They also agreed to consult the children to find out if they were interested in doing handwork or something else. To be able to teach the children to sew, knit and crochet they realised that they needed to learn the skills themselves.

They formulated the following plan:

- Practice sewing by May 1998 (Caregivers).
- Purchase a sewing machine.
- Sew and sell track suits (Caregivers themselves)
- Train the mentally disabled children to sew.
- Buy a candle-making machine.
- Compile a report to the Department of Health and Welfare concerning some of the poverty alleviation money spent.
- Draw up a constitution
- Buy furniture for the children (tables and chairs).

The sewing of tracksuits was to be discussed with parents of the mentally disabled to find out if they could be used as part of the uniform to be able to identify children and be sold to children at a minimum price. Need identification and market research regarding the products (tracksuits and candles) was to be done in the community before producing them.

- Reflection

The members realised that many decisions had been taken without taking action. They decided to implement the plans. The feeling of caregivers was that at least, they had managed to decide on the committee meeting dates. To them it was a step forward. They were excited to realise that when more money was suddenly available they suddenly identified more needs than they had before. They realised that they benefited from planning and that they were also empowered by the receipt of money.

The caregivers felt good that they had the ability to take decisions.

- Planning

The members (caregivers) agreed to buy furniture like tables and chairs for the centre together with the sewing and the candle-making machines. It was planned that in May 1998 they would practice cutting patterns and material and sewing. The purpose of sewing was for caregivers to first acquire skills, which would be transferred to the mentally disabled children later.

Caregivers also planned to discuss the following aspects:

- The treasurer/chairperson who was giving them problems, as the issue was an emergency
- If time permitted, the dates of the general meetings and
- Borrowing machines from the Department of Health and Welfare to learn how to sew.

- Action

One of the caregivers reported in the meeting that problems were experienced in the centre. She shared with the group that the treasurer/chairperson of the centre had convinced caregivers to make and sell peanut butter during a meeting

organised by her. She only invited members whom she knew would support her ideas.

This resulted in their plans being disrupted. The matter of making and selling peanut butter was discussed and members felt that the matter should be discussed further in the presence of the local social worker and the facilitator. The caregivers agreed with the idea. They felt that peanut butter could be embarked on as a new project and that the ingredients be bought later with profit gained from other products like tracksuits.

The caregivers felt that problems caused by the treasurer/chairperson affected the running of the centre. Cheques to buy food and other requirements for the mentally disabled children were not issued by the treasurer/chairperson. Some of the caregivers donated food and bought food on credit. It was also discussed that the mentally disabled children themselves had complained about shortage of food to the district social worker.

- Reflection

The caregivers were not happy as their plans were disrupted by the problems caused by the treasurer/chairperson. They felt that she had too much power and that if she was not committed to the project she could not be held responsible. Members were aware of the main purpose of poverty alleviation funding and that they did not want to risk derailing plans by starting something else. They were also aware of the lack of commitment and accountability of the chairperson/treasurer. The caregivers had the feeling that the money had been in a way detrimental to the group functioning because the misunderstanding started after the poverty alleviation funding was given to the centre.

- Planning

The caregivers decided to have a meeting to continue:

- To plan to meet their goals of being capacitated by sewing.

- To discuss matters concerning finances with the chairperson/ treasurer.

• Action

In this meeting caregivers decided to continue with their plans to reach some of the objectives set, for example, to look for a person to demonstrate cutting patterns, learn how to thread the sewing machine and sew. The caregivers decided to buy a sewing machine. In the meantime they borrowed a machine in order to be able to continue with sewing lessons.

In the meeting the issue of finances was discussed and caregivers complained again about the treasurer/chairperson whom they felt was not handling financial transactions properly. They suspected that some of the cheques had bounced after being issued to some of the creditors. This was a problem, which led to the facilitator asking if there was a regulation concerning the handling of the centre. It was discovered that there was no regulation or formally elected committee (leadership). The constitution and the committee in operation were those of the "Tsoga O Itirele" women's club and not of the centre.

The discussion led to the decisions of electing a committee and drawing up a constitution. The idea of having a committee was seen by members as something positive towards solving the problem of a dominant chairperson/ treasurer.

• Reflection

The discussions in the action phase, led to caregivers feeling positive that attending meetings was useful, because discussions and decisions were fruitful and concrete. The caregivers also thanked the social worker and the facilitator for their guidance. The formation of a committee was seen as important. Through the learning process and seeing that there is order in running the organisation the caregivers started solving problems on their own and developed self-confidence. They decided to implement plans on sewing.

- Planning

Caregivers decided to have a meeting to discuss further plans:

- To look for a sewing instructor.
- To draft letters to the departments previously referred to.
- To draw up the constitution and elect a committee.

- Action

Members reported that a sewing instructor, a teacher from a neighbouring school, promised to come after school. Letters were prepared by caregivers and they asked the facilitator and the social worker to edit them. Caregivers decided to deliver the letters to various Departments and organisations themselves. Caregivers started being self confident and efficient.

Four members were delegated to draw up a constitution and some of the caregivers were elected to serve on the committee.

- Reflection

The caregivers felt confident and empowered that they could draft the letters. They saw it as part of learning and capacity building. They again expressed the need for a specialist teacher to assist them with knowledge in caring for the disabled and on how to stimulate mentally disabled children.

They were excited that the constitution and committee would be functioning and names would be registered at the bank to sign on the banking account.

- Planning

- Members planned to discuss the feedback from the applications for assistance made to different departments. The constitution and meeting plans were also to be looked into.

- They decided to discuss with the chairperson/treasurer for her relinquishing her duties because a committee had been elected.

• Action

The issue of whether there were replies from the Departments contacted was discussed. The caregivers present gave feedback that there were no replies yet. Follow-ups were to be made. As suggested in a meeting caregivers grouped themselves to do the follow-ups. Three representatives from each group were to followup with the different Departments. This was done to encourage participation in decision making. The facilitator guided the caregivers to speed the drawing up of the constitution.

Other decisions taken in the meeting were to delegate duties to different people. It was agreed that Mello, Mathabatha and Noko would be on a full time sewing schedule, Matabane was to visit Department of Water Affairs and Forestry to follow-up the request for the supply of water, and the Department of Works for completion of the building.

Mrs Noko would do a follow-up at Eskom for the electricity supply and the Department of Education for a special teacher and the registration of the centre.

Members also drew up a specific schedule for meetings, as follows:

04.07.1998	03.10.1998
18.08.1998	14.10.1998
01.09.1998	21.10.1998
15.09.1998	31.10.1998
29.09.1998	14.11.1998

They decided to hold meetings fortnightly instead of monthly because there were many actions to be taken. To keep up the pace they needed regular feedback and planning. They also wanted to investigate the problems experienced by the mentally disabled children. A meeting was arranged with the chairperson/ treasurer to discuss finances with her.

The expressed the need to be capacitated regarding financial management so that the centre would function well.

- Reflection

The caregivers felt that the follow-ups would serve as reminders to the Departments not to forget about their requests. They were eager to see progress. They decided on the number of people to be on a sewing schedule full time.

The caregivers expressed the need to be capacitated regarding financial management.

- Planning

Members felt the need to be equipped regarding financial management.

They planned to:

- Invite an expert on financial management to come and have a discussion with them, as the new committee was to start functioning.
- Invite the chairperson/treasurer to attend.
- Give the draft constitution to the social worker if available to go through it.

- Action

During the discussions the caregivers decided to ask the district social worker to look for a suitable person to assist in facilitating training on financial management. The caregivers discussed their concerns about the financial standing of the centre. Feedback was given to the facilitator by the caregivers that the sewing lessons were continuing at the centre. There had still not been any replies from the various departments.

- Reflection

The caregivers were worried about the control of funds but needed more guidance in order to improve the running of the centre. They expressed the need for assistance on financial matters. They felt satisfied with their work, as there was some progress.

They decided to call the chairperson/treasurer to resolve their concerns about how she had been handling the finances.

- Planning

It was planned to find out from the district social worker how she had progressed concerning finding someone to present training on financial management.

- Action

The district social worker reported that she had invited the Deputy Director (administration and finance) from the Department of Health and Welfare at Lebowa kgomo to present training on financial management. On 18 July 1998 the Deputy director facilitated a mini workshop, which lasted eight hours from 10h00-18h00.

Workshop One: Financial management

The facilitator and the caregivers held discussions with the presenter (Deputy Director). The conversation was about gathering knowledge and understanding of expenditure, income, how a balance sheet works and bookkeeping.

The presenter came down to the people's level as he used the local language and the caregivers were encouraged to ask questions after every aspect. Big charts or newsprint were used as teaching aids. Examples used were relevant to the caregivers' own situation. As an exercise, caregivers were asked to come up with a practical example, where participants calculated the total income and

compared that with the expenditure. Bookkeeping was also stressed and members were given advice on how to keep books.

- Reflection

Caregivers were excited about the session. They stated that the practical exercises were useful and they decided to do bookkeeping for proper record-keeping and accountability. They also experienced that the presenter moved at their pace and involved them in the discussions. To them this was fruitful as it was coupled with note taking. Caregivers felt satisfied about the capacity building on financial management they experienced. Their only disappointment was that the chairperson/treasurer did not attend. They expressed their concerns about this, which to them confirmed that she is sabotaging them.

- Planning

The members planned to have a meeting to implement some of the suggestions of the presenter on financial management. They also wanted to discuss the production of tracksuits and to buy the sewing and candle-making machines. The need for a workshop on project management was expressed because they wanted to improve the running of the centre. They asked the facilitator to look for a trainer on project management. They wanted to meet the chairperson/treasurer to ask her to hand over the books to the new committee.

- Action

- The facilitator made an announcement about the project management workshop. The date was to be made known in August 1998.
- Members decided to get quotations for the sewing and candle-making machines and to compare prices before they bought them.
- There was follow-up on the constitution from the task team.

During the meeting there was information that the chairperson/treasurer caused another setback which again confirmed that sabotage was taking place. She had become negative after she was informed that she must bring back all the financial documents. The chairperson had brought children from the community to the centre who she felt should be taught how to sew. They were "normal" children (not part of the centre's target group) whose parents were some of the members. The caregivers decided to deal with the issue themselves by expelling her from their committee.

The caregivers decided to call the chairperson/treasurer to explain their dissatisfaction regarding her poor financial management and to request her to leave the club. All their complaints would be stated to her.

- Reflection

The caregivers started to realise the importance of being accountable and had become interested in bookkeeping. They were again faced with another conflict between themselves and the chairperson/treasurer. Despite the problems experienced with her, members were confident that they could handle them.

- Planning

The caregivers planned:

- To invite the chairperson/treasurer to their next meeting to discuss their dissatisfactions with her,
- To pursue the issue of buying the machines and selling tracksuits,
- To finalise the constitution.

- Action

A meeting was called to inform the chairperson/treasurer about the decision to ask her to leave the committee. A deadlock was reached, as the chairperson/

treasurer did not attend. The members decided to adjourn the meeting and a delegation was sent to request her to come. After some time the delegation came back with her. The complaints levelled against her were discussed and she handed over all the documents to members without a word and left the club.

The facilitator helped the group to focus on the objectives of the centre in order to stick to what was planned and not to be derailed. The discussion was that they should do the following:

- Cater for the mentally disabled children who could not be admitted to the mainstream education.
- Be aware of the poverty alleviation fund's main purpose.
- Be aware of the fact that the caregivers' "normal" children have alternatives to establish other community based centres if they needed capacity building.

It was finally agreed again that the purpose of the centre was to cater for mentally disabled children.

The caregivers started running the centre with the new treasurer and took charge of the money and financial transactions. The chequebook was cleared by the committee at the bank so that they could bank and withdraw the money with ease.

The constitution was discussed and they agreed that it would be their guiding document for the running of the centre.

The machines were bought, tracksuits produced and members felt that a meeting needed to be arranged to price the items. The caregivers were invited to another workshop on financing policy by the district social worker.

- Reflection

The caregivers realised that they (caregivers) must always keep the mentally disabled children in focus. The members experienced that some of the objectives outlined by the facilitator were sometimes forgotten.

The caregivers realised that despite the problems experienced with the chairperson/treasurer, they had become closer to each other and were able to move forward with the plans decided upon. They felt good that they had become stronger as the problem with the chairperson was resolved collectively and changes were soon to be realised.

The caregivers felt good that they were able to resolve problems on their own and that they were becoming more assertive and confident.

- Planning

The social worker extended to the caregivers an invitation from the Department of Health and Welfare to a workshop on financing criteria. After discussion they agreed to attend. They planned this workshop, and reminded the carers responsible to continue follow-up action with the departments to register their concern that their requests for assistance be attended to.

- Action

- The caregivers decided to delegate Mrs Matabane to attend the financing criteria workshop on their behalf.
- There was feedback that the personnel from the Department of Water Affairs and Forestry visited the centre. The purpose of the visit was to survey the yard at "Tsoga O Itirele" to establish where a borehole could be sunk.

- After the survey the caregivers who were at the centre were told by the Department the place where the borehole would be sunk. They were also informed that the Department would start digging within two weeks.

- Reflection

The members stated that they were enjoying capacity building at that stage. They decided to delegate one member to attend the management workshop on their behalf. They were also excited about the visit of the Water Affairs and Forestry staff and realised that their actions were bearing fruit because of their effort they had made.

- Action

This action phase would concentrate on the project management workshop and the meetings attended during the implementation phase. The following workshops were attended:

Workshop two: Financing criteria

The facilitator was one of the presenters. The purpose of the workshop was to impart and share knowledge with the participants on the new draft financing policy for developmental social welfare services. The draft policy was about to be put in operation, and inputs were encouraged from different people so that a well-informed document could be produced.

One member from "Tsoga O Itirele" centre attended. The draft policy document included information on grant financing and programme financing and the business plan format. The workshop was held on 12 August 1998. The following were the themes discussed:

Grant financing

It was explained to the participants that grant financing could be applied for. The grant would be a single payment of the amount granted. New organisations may

need money to start projects. Organised groups with a constitution were eligible for applying for finances. A business plan was a prerequisite. The maximum amount to be given was R50,000,00. Accountability was stressed and for that reason, the government needed the following:

- Financing agreement
- Progress report
- Financial report

Programme financing

This was to cover the running costs of the organisation. To apply for programme financing a business plan was also to be forwarded to the government (welfare section). The business plan format was also discussed fully. Though presenters prepared the presentations in English, the local language (Northern Sotho) was used. The participants were later grouped to complete the necessary forms as a way of practical learning. The groups each selected a spokesperson to report back.

• Reflection

The participants felt that a format of the workshop used was very long, and laborious. The presenters also experienced that, as most of the forms were in English, which the people did not understand, it was difficult to complete them. Since the document was a draft policy, some of the inputs were collated and were to be forwarded to the authorities (Regional, Provincial and National Offices). The "Tsoga O Itirele" member who attended the financing criteria workshop stated that she had difficulty in giving feedback to caregivers on some of the aspects. Nevertheless the caregivers realised that the financial criteria workshop was important as they learned about grants and how to access them.

• Planning

The caregivers planned to do the following:

- Discuss the pricing of the tracksuits.
- Invite the social worker to give a report on the financing policy to fill up the gaps in their knowledge.
- Decide when to buy the sewing and candle-making machines as they now had quotations.

- Action

The district social worker held a discussion with members on the financing policy as requested. Questions were asked and members were satisfied that they now had full information and could understand better. The session took a long time as members asked many questions. The pricing of the tracksuits was again not done and it was deferred to the next meeting. It was decided that the purchasing of the machines needed urgent attention. Information was shared in the meeting that the Department of works had started fencing the yard.

- Reflection

The members were eager to know more about the workshop feedback to benefit the centre. They sent one of the members to attend the workshop on behalf of the caregivers and they felt that they needed more information for a better understanding.

The caregivers were excited about the fencing project by the Department of Works, because they realise that it was their own effort.

- Planning

The members planned to have another meeting to discuss the pricing of the tracksuits and to send people to buy the machines.

- Action

The caregivers met to discuss the pricing of the tracksuits as agreed. Members looked at the quantity of material and cottons used and the time taken to learn to sew the tracksuits. The prices decided on were as follows:

-	2 meters	=	R 60.00
-	3 meters	=	R100.00
-	4 meters	=	R130.00
-	5 meters	=	R150.00
-	6 meters	=	R160.00

The price of the tracksuits depended on the number of meters of material used.

During the meeting a letter from the Department of Education was also read. The positive news was that the application for registration with the Department as a special centre for the mentally disabled was approved. The caregivers were excited to get this response. They realised that this had been achieved through their own efforts. See attached letter in (Annexure 'A').

The other information received was an announcement or an invitation to a project management workshop, organised by the Northern Province Premier's office (Office Of The Status Of Women). The workshop was to be held in October 1998.

The centre's constitution was reported to be ready and members agreed that it would be given to the social worker to go through it and later passed on to the facilitator. Water Affairs and Forestry was reported to be nearing completion of the borehole.

Two caregivers were sent to buy machines.

- Reflection

The caregivers were excited about the first positive and concrete replies received from the Department of Education, Water Affairs and Forestry and Works. They also mentioned that the report from the Department of Water Affairs and Forestry on the completion of the borehole gave them strength and the confidence to go on with activities, realising that their efforts had yielded good results. They were excited that they had written letters and delivered them to the authorities on their own and that this had had great impact. Members took the decision collectively to price the tracksuits in order to start selling them. This was another concrete result achieved, demonstrating that they had become capacitated and were able to produce. Members acknowledged the fact that some of their objectives were met. They were excited to realise that they were capable of doing something on their own.

- Planning

- Three people were nominated to attend the project management workshop.
- They decided to follow up on request to the other state departments and parastatals particularly Works for completion of the other building and Eskom for electricity.
- Members agreed to compile a financial report.
- They also wanted to start selling tracksuits.

- Action

Members decided to compile a financial report to the Department of Health and Welfare about the poverty alleviation funds spent, as it was long overdue. The caregivers were excited, as the report would reflect the fact that they had already produced and sold tracksuits.

Some members were delegated to take letters and follow-up with Eskom. The other decision was that caregivers would attend a project management workshop, as it was felt that this could be of assistance to them in managing the centre effectively.

The members assembled and started compiling a monthly financial report. They also referred to the reports previously compiled by the previous chairperson / treasurer. The only information recorded was the monthly fees collected. There was a report that the Department of Water Affairs and Forestry had finished drilling and were about to mount the water tank. Two sewing machines and a candle-making machine, which had been bought, were displayed to the caregivers.

- Reflection

The caregivers were excited about the progress made thus far. They were motivated to work collectively because they realised that togetherness yields good results, such as the tracksuits already produced and responses from the department of Education, Water Affairs and Forestry and Works.

They managed in part to write a financial report, which showed a lot of commitment from them. The caregivers were pleased about the development regarding water and that this was due to their own efforts.

- Planning

They planned to buy furniture (chairs and tables) after getting quotations from various suppliers and to complete the financial report.

- Action

The caregivers decided to read the instructions on how the candle-making machine operates, as they were eager to start with the project.

There had been correspondence from the Department of Education that there was a need to provide the Department with the budget plan. The budget was to be drawn according to a new system called Medium Term Expenditure Framework (MTEF) which is budgeting projected over a period of three years. The caregivers compiled the projected budget with the assistance of Mr Ntsoane who had previously been identified as a resource person. (See annexure 'B').

The members decided to complete the financial report and send it to the Department of Health and Welfare to account for funds received and to indicate projects started and the proceeds derived.

Five members were delegated to obtain quotations for chairs and tables from various suppliers before buying these.

- Reflection

The caregivers reflected on the actions taken and they realised that the Department of Education was moving forward with them. Initially they did not think that things would happen so fast. Through submission of budget plans, and financial statements the caregivers learned to be accountable and honest to themselves and others despite problems experienced.

They were excited about the report written to the Department of Health and Welfare because it showed that they were becoming empowered.

- Planning

Members prepared for the workshop on project management by deciding the number of people who could attend. The facilitator and the social worker were requested to attend the workshop as well.

They appointed three members to experiment with candle-making.

- Action

Members who were chosen to experiment on the candle-making machine gave a report that the instructions were at first difficult to follow, but they later understood what was to be done. They wanted to share their experiences with all members.

Those who went for furniture quotations gave a report on the lowest prices. The caregivers decided that the furniture needed to be bought immediately. It was decided that those delegated should go and buy the furniture.

The caregivers delegated attended the workshop on project management. They gave the following feedback to the members:

Workshop three: Project management

There were three facilitators. The workshop covered duties of office bearers, financial management and marketing. Duties of office bearers namely the chairperson, vice chairperson, secretary, assistant secretary and the treasurer were shared with the participants (caregivers included). Briefly the duties are:

- The chairperson

To preside at all meetings and to give meetings direction.

To be one of the signatories at the bank.

- The Vice Chairperson

To preside at all meetings in the absence of the chairperson.

- The Secretary

To minute the proceedings of every meeting and to read minutes at every meeting. The other duty is to inform people about the meeting seven (7) days before the meeting.

To confirm with the chairperson the agenda of the meeting and to be the signatory at the bank.

- The Assistant Secretary

To perform all duties of the secretary in her or his absence.

To correspond with other organisations if necessary.

- The Treasurer

To record all the money collected and deposit money in the bank.

To read the treasurer's report at every meeting and to be a signatory.

To issue cheques if requested to do so and avoid issuing bouncing cheques.

Members were grouped after the explanation of duties to practice and give feedback in a bigger meeting. It was part of capacity building through participation.

- Training on financial management

The tools which members were advised to use were cash slips to record items bought and names of people, invoices for cash payments and receipts for credit payments. The procedure for cash payments was explained to participants, namely that a list of items bought for cash ought to be well recorded. The chairperson and the treasurer were to attach signatures. Participants were to draw up a budget of how much money is needed to buy material. People running projects were advised to keep order books and chequebooks. The treasurer was always to reconcile records, reflecting that cheques issued are equivalent to what appears in the invoice. Participants were advised always to deposit money in the bank and to have petty cash for minor payments. Damages were to be recorded and translated into monetary terms to encourage saving and accountability.

It was emphasised that summaries of income were to be compiled weekly to make it easy for the monthly and annual financial reports to be written.

Meetings to reflect on services and projections on how money can be used were recommended.

Training on marketing

The presenter explained that marketing must be done if the products are to be sold. Services could be marketed at organisations, which could sell the product. Individuals or groups could also market themselves by tendering. This information was relevant to the caregivers because they had tried to market their product (tracksuits and candles).

The presenter also touched on the following marketing tips:

- > Identify people who are interested in the products.
- > Market products in places where they are needed and identify places where the products are in demand.

Marketing ingredients are:

- > accessibility
- > reasonable prices
- > confidence
- > customer driven
- > networking
- > advertisements in yellow pages of the telephone directory
- > making special offers
- > accepting views from customers for improvements and for quality products.

Participants were informed how to raise funds at grassroots level. It was suggested to participants that fundraising could be done through street collection, house to house collection, selling of cakes and other methods which were not complicated. The caregivers shared the fundraising methods practised by them.

- Reflection

The caregivers gave feedback to members who did not attend. They stated that presenters of the workshop were “down to mother earth” because they understood what was said and they also learned from discussions. They were excited to learn that the treasurer, who used to issue bouncing cheques, was actually ineffective. They have experienced that capacity building facilitated in the third workshop empowered them and felt that they would be able to work more confidently.

They were relieved and excited to learn that one person cannot be a treasurer and a chairperson, secretary or vice-secretary at the same time.

- Planning

The caregivers planned that the next meeting would be to look into how the knowledge gained could be implemented.

- Action

The members were engaged in group reflection and discussed the areas to be improved which were as follows:

- To improve on running meetings
- To learn how to compile a monthly financial statement
- To request a reply from the Department of Education about their request for the special teacher
- To follow up the request for electricity from Eskom
- To bank the proceeds of sales of tracksuits.

The caregivers reported that Water Affairs and Forestry personnel decided, on their behalf, to communicate with Eskom for assistance with pumping water into the tank. There was a report that furniture bought was delivered at the centre.

- Reflection

Members realised that some of the plans or objectives had been met. The achievements were:

- They had learned how to compile a monthly financial report.
- They had written letters to various departments and received responses from Education, Water Affairs and Forestry and Works.
- They had bought sewing and candle-making machines.

Areas for improvements or further follow up were:

- Running meetings.
- Transferring the learned skill to the mentally disabled children.
- Producing and selling candles

- Planning

Members decided to meet and follow up on Eskom before the end of the year.

- Action

The caregivers gave feedback to the facilitator about further developments. The developments observed were:

- The Department of Water Affairs and Forestry had found water and installed a tank.
- Eskom had supplied electricity for pumping the water into the tank.
- The Department of Works had fenced the yard.
- Forty tracksuits were sold of which twenty were sold to mentally disabled children and the others to community members.

Members who were responsible for making candles displayed them. They were excited about the candles and decided to sell them for R2,50 per packet of six.

- Reflection:

During the last phase a group reflection was held with the facilitator. They expressed their excitement, as they looked at what had been achieved. They indicated that they had gained the following:

Experience

- Costing for poverty alleviation funding.
- Negotiating with various departments which had had positive results.
- Capacity through exposure to workshops.
- Skills learned from participation.
- Improvements with running the centre as a whole.

Knowledge

They also realised the knowledge gained by being the drivers of the process through active participation. The planning of meetings, taking action and being able to reflect on the whole process helped them to learn. They felt that it would not be difficult to continue on their own.

Sharing skills and information

The information shared among participants during the reflection phases was based on the benefits received in the process. Reflection was not done by the facilitator but by caregivers themselves.

Empowerment in decision making

Participatory action research outcomes were observed. Members participated by being involved through decision making and seeking information and discussing changes to be effected to improve the centre.

Participation

They were physically involved in delivering letters to departments, attending workshops and taking notes for future reference. Facilitation and the learning process gave the caregivers the opportunity to design programmes to fit their situation.

Research process

The caregivers were capacitated through the research process because they visited departments negotiating for their centre for building and funding. They had to look for buildings and offices on their own. They were capacitated through attending workshops and discussions. To the caregivers it was a very important learning process, which they had not previously experienced.

Through participatory action research, capacity building was combined with accomplishing tasks for the enrichment and self-sustainability of the centre. The caregivers' self-enrichment was in the areas of self-sufficiency and confidence. The research question was accomplished as members were capacitated through the PAR process and changes in the centre were observed and realised.

3.3 SUMMARY OF THE PLANNING-ACTION-REFLECTION CYCLE OF THE GROUP

The summary will be based on planning, actions and reflections.

- Planning:

Caregivers planned action after reflecting on the problems they experienced. The planning described in this chapter was in respect of need assessment, resource identification and implementation.

- Actions:

There were actions in the meetings and action between meetings.

The actions embarked on brought about changes in the situation in which the caregivers found themselves. Action ranged from giving one another tasks to do, fruitful group discussions to resolve conflicts and improvement on the overall running of the centre like: skill development, project and financial management.

- Reflections:

After every meeting and workshop attended, the group looked back and reflected on their actions. They reflected on their strengths, weaknesses, opportunities and threats. They embraced the weaknesses and threats and planned how to deal with these in their subsequent meetings. They also looked at their strengths and opportunities and planned on how to use these to overcome threats and weaknesses.

In the next chapter the facilitator will give her reflections on the whole process.

CHAPTER 4

MY REFLECTION AND RECOMMENDATION.

4.1 INTRODUCTION

This chapter will reflect on the overall process of PCA, CD, PAR, the outcomes, developments and lessons learnt.

4.2 THE OVERALL PROCESS: THEORY

The overall process of PCA, CD and PAR was integrated.

4.2.1 Participatory Action Research:

The caregivers participated in researching for the improvement of the centre. Positive results were realised as they improved in running the centre. They took actions and reflected on actions to embrace errors.

The following characteristics of PAR manifested:

- It is a participatory process:

It emphasises participation of the members in the change process. This happened as members addressed their felt needs and not the problems identified by the facilitator. Through participation people learned by taking part, growing and developing. If people are given a chance to think and research their own needs, they will gradually become less dependent on outside assistance.

The caregivers improved on managing the financial aspects of the centre and resolving problems with the former chairperson/treasurer.

- Empowering / capacity building:

Members were capacitated during meetings and workshops to act on their own. Dependence on the facilitator was lessened. They were leaders and drivers of their progress. At the workshop which dealt with grant financing and duties of office bearers they learnt that each member is supposed to hold a single portfolio.

- People are knowledgeable:

The aim of participatory action research to return knowledge to the people by encouraging them to preserve knowledge in forms that will be available to them was successful. Records were kept by members for reference. Members gained experience by taking part in decision-making as they were given the opportunity to unleash the potential they had. Caregivers kept records of minutes, workshops attended and letters drafted.

- Action reflection process:

Action-taking was a positive step. Members acted at every step and learned through it. They added to their own knowledge and improved the overall running of the centre. They chaired meetings and approached departments on their own.

- Planning:

It was done after reflection to lay the groundwork action step. It was done collectively to correct the mistakes and improve on the action they would decide to take.

- Reflection:

Reflection helped caregivers to experience dissatisfactions with some of the aspects of their actions and be willing to look at those. They also

celebrated their successes and critically analysed the causes of mistakes and failures to change the daily way of working.

4.2.2 People-centred approach:

The people-centred approach places people at the centre of development. It stresses that growth and development is observed when the facilitator moves at the people's pace.

The following propositions were adhered to:

Proposition five "Behaviour is basically the goal-directed attempt of the organism to satisfy its needs as experienced in the field as perceived."

The members were willing to participate collectively to bring about changes because a conducive environment was created for them to take decisions and act on them.

Proposition seven "The best vantage point for understanding behaviour is from the internal frame of reference of the individual himself."

The facilitator did not impose her ideas on the caregivers because she took time to understand their needs and what they valued.

Proposition twelve "most of the ways of behaving which are adopted by the organism are those which are consistent with the concept of self."

The members were given the freedom to plan what they needed to embark on, based on their experiences and changes that they wanted to effect rather than the facilitator planning for them.

4.2.3 Community development process:

The caregivers were enabled to take action in respect of need assessment. The needs were based on the felt needs. They did not only participate physically but

they also made decisions about their project because the motivation came from within. The caregivers took part from the beginning and they gained knowledge by being involved.

4.3 OUTCOMES AND DEVELOPMENT THROUGH PAR

Outcomes and developments cover capacity building, skills learned by the caregivers and concrete results achieved.

4.3.1 Capacity building:

Capacity building came about as the caregivers went on rendering services at the centre and realised the need for capacity building. They wanted to improve and make a difference to the mentally disabled children. The facilitator was asked to assist in capacity building which started as CD process and became part of PAR. CD complemented PAR as caregivers learned most of the work by doing it.

The caregivers had attended workshops on financing policy and project and financial management. Improvements were witnessed after those capacity-building workshops, as they were able to manage financial transactions and bank the proceeds from their products.

They had time during their meetings to go back to their notes for referral. Capacity building through participatory action research process made caregivers appraise their project. They learned from presenters and exchanged information with others on what they did.

The reflections will be based on the description of concepts under Chapter 1 on capacity building and they are:

- Assertiveness – members became assertive as shown by the fact that they were able to deal with a problematic member who wanted to be both the chairperson and the treasurer. Before caregivers attended capacity-building workshops and meetings they were a bit immobilised and did not

want to be involved in conflict resolution. With the assistance of the participatory process they ultimately succeeded in advising the member to leave the group.

- Organise activities better – Members did not have a meeting timetable. Meetings were attended haphazardly and were unplanned. Through the facilitation process they drew up a timetable of such meetings.
- Rethinking roles – Members identified their activities and aligned them with roles to be played by the individual members, like visiting departments e.g. Works, Education, Water Affairs and Forestry, Health and Welfare and Eskom.
- Clarify priorities – Facilitation helped members to think of all their needs after which they prioritised them and acted on them according to their importance.
- Implementation of physical improvements – The improvements needed were ranked in order of priority. Major changes were observed in the centre. The programmes accomplished were:
 - > building site
 - > fencing the centre
 - > registration of the centre as a school
 - > water
 - > completion of the building
 - > accommodation of the mentally disabled children
 - > sewing and candle-making lessons
 - > provision of food

4.3.2 Skill development:

The financial management, financing criteria and project management workshops served as a skill development opportunity and an eye opener for

participants. Caregivers learned a lot through participating and growth was observed. These were some of the group reflections:

- To run the centre better
- To take decisions and resolve problems effectively
- The duties of office bearers and how these relates to their project
- To manage the project and finances confidently
- To produce and sell goods
- To compile well prepared business plans
- To improve the running of meetings.

Through the facilitation process and capacity building caregivers developed self-confidence, respecting one another and they became committed and accountable. It was possible because of planning, action and reflection on the process throughout. They also learned to resolve their problems faster, because they knew what steps to follow. An example could be that they were able to face the problematic chairperson/treasurer confidently and she gave way.

4.3.3 Concrete Results:

The caregivers learned how to write letters and deliver them to various Departments on their own. The concrete results were that the Departments of Works built and fenced the yard, Water Affairs and Forestry sank a borehole for water, provided a tank and water, Education registered the centre and was in the process of providing a specialised teacher and Eskom provided electricity for the pump.

The caregivers learned to operate both the sewing and the candle-making machines, which ultimately helped them to produce tracksuits and candles.

4.4 THE ROLE OF THE FACILITATOR

The facilitator was always aware of the fact that knowledge was shared. She was conscious of her role as a facilitator and tried not to step on the thoughts and

ideas of caregivers. Relevant information was discussed with caregivers so that they would be aware of practical problems and take action in a planned way. The facilitator observed that discussions and responses were high in comparison with other group meetings she attended.

The facilitator also learned that the caregivers were dedicated and committed and wanted to move forward and this was proven by the timetable drawn for meetings to be held on a more regular basis. She observed that facilitation by asking questions encourages full participation and makes learning easy.

4.5 LESSONS LEARNT

The facilitator learned that if people are given chance to participate, they learn to do things on their own through the facilitation process. If the facilitator believes in people's capabilities and lets them participate, they learn by doing. They ultimately own the project and become fully involved.

Money sometimes creates conflict. In the project before money was available, members planned their activities differently. As soon as poverty alleviation money was given to the group, major conflicts started, especially with a chairperson/treasurer who assumed a double role and wanted to derail the planned activities.

The facilitator realised the importance of the participatory action research process in making discoveries and planning with people and letting participants themselves take decisions. Efficiency was witnessed as caregivers took decisions and acted on these decisions without assistance from the facilitator.

4.6 FINDINGS

The caregivers, before they did the research, ran the centre and achieved little. After researching problems were recognised and by working together positive results were achieved.

The following were the main areas of research:

- Needs assessment and resource identification:

Research assisted caregivers to discover their felt needs. They did not know how to prioritise their needs before.

There were resources which caregivers did not take cognisance of before the research. The research process helped them to identify many resources, which were useful.

Marketing for products:

The caregivers were not aware that marketing must be done before their products are sold. After the research process, they discovered that marketing of products in the neighbourhood is an important step before the products is sold.

Networking:

Networking with other organisations helped the caregivers to find out who they should work with. They did not know how to network properly before.

The linking up was done during workshops where members met different organisations from all over the Northern Province. They exchanged ideas with other members and took the particulars for further consultations and visits.

PAR by the caregivers of the mentally disabled brought about changes. The changes were observed in the caregivers' increased capacity in running meetings, keeping minutes, being able to agree through minutes of the previous meetings, dwelling on matters arising for discussion and consulting regarding items on the agenda for the next meeting. Other changes were being to agree on the delegation of tasks so that responsibilities were shared and various state departments were

contacted for assistance. The change process was successful because caregivers had the freedom to plan, act and reflect on their activities regularly.

4.7 CONCLUSION

CD and PCA complemented each other in facilitating a high level of participation and commitment in this group. The caregivers' meetings went well as the participants took an active role in making changes in the project.

The findings cannot be generalised to other research because the process may differ from one project to another. Other researchers may learn that capacity building facilitated through PAR brings about growth, development and sustainability. People had to participate for their own benefit and not for the researcher's own success.

The gap between the educated and the educator was gradually closed. The project became sustainable in spite of challenges encountered, and it bore testimony that caregivers were capacitated to deliver a better service.

Efficiency was witnessed as caregivers took decisions and actions on their own without assistance from the facilitator.

4.8 RECOMMENDATIONS

The researcher recommends:

- A facilitation process integrating CD, PCA and PAR be used to involve the mentally disabled children in planning, acting and reflecting on their activities and becoming the agents of change in their own projects.
- Funders should first know if people are capacitated before giving them money. Capacity building is a learning and instruction process.

- Using PAR in CD enriches the CD process because of the emphasis on a participatory process of planning, action and reflection.

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NORTHERN PROVINCE

EDUCATION, ARTS, CULTURE & SPORTS

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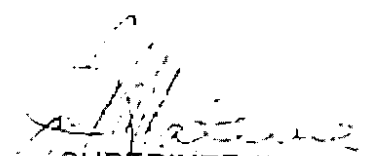
30 September 1998

REGION 2 (CENTRAL)
PRIVATE BAG X 03
CHUENESPOORT
0745

**APPLICATION FOR REGISTRATION OF TSOGA O ITIRELE
SPECIAL CENTRE FOR THE MENTALLY-HANDICAPPED:
MOGODUMO AREA**

1. The application for the registration of TSOGA O ITIRELE SPECIAL CENTRE FOR MENTALLY-HANDICAPPED as a public school has been approved in terms of the Northern Province School Education Act No. 9 of 1995 with effect from 1999/01/01.
2. Reference number 2010047 has been allocated to the school.
3. Other conditions/requirements are as follows:

The school cannot start before all the facilities are provided and staffing provision is finished.


SUPERINTENDENT GENERAL



NORTHERN PROVINCE

EDUCATION, ARTS, CULTURE & SPORTS

Ref. No.: 3/9/1

Enq. : T.V. Nkhwashu

13 October 1998

The Principal
Tsoga O Itirele Special Centre
for the Mentally-Handicapped
P.O. Box 1194
CHUENESPOORT
0745

FUNDING OF TSOGA O ITIRELE SPECIAL CENTRE FOR THE MENTALLY-HANDICAPPED: MOGODUMO AREA

1. In order to facilitate the funding of Tsoga O Itirele Special Centre for the Mentally-handicapped in the 1999/2000 and subsequent years you are requested to submit your budget inputs planning in terms of the Medium-Term Expenditure Framework (MTEF).
2. The MTEF requires that budget planning should cover a period of three years, i.e. 1999/2000, 2000/2001 and 2001/2002.
3. The institution should identify activities/services which will be rendered and must be informed by goals and objectives of the department. The activities should be translated into financial terms and properly costed from ZERO BASE.
4. The budget planning submission should be classified according to existing standard items as follows:-
 - (a) Personnel Expenditure: Each activity should be costed as a separate entity i.e. salaries, bonuses, medical aid subsidy, home owners allowance, leave gratuity etc.

As far as salaries is concerned, an indication of the number of posts, minimum and maximum notch, post level/rank of each CS educator/official should be reflected for 1999/2000, 2000/2001 and 2001/2002 respectively.

- (b) Administrative Expenditure: Telephone, membership and registration, S & T , water and lights, general transport etc.
 - (c) Stores and Livestock: Consumable requirements, printing, stationery, textbooks, provision and rations etc.
 - (d) Equipment: Office furniture and fittings, technical equipments, computers, labour saving devices, repair of equipments and rental of equipments.
 - (e) Professional and Special Services: Services rendered by professional people such as security services, erection of buildings etc.
5. A well motivated business plan according to standard item should then be prepared.
6. Your co-operation in this exercise will be highly appreciated.


ACTING SUPERINTENDENT GENERAL

TSOGA O TIRELE SPECIAL CENTRE

DEPARTMENTAL BUDGET ESTIMATES

STAFF ALLOCATION

2 ACADEMIC STAFF.

	1999/2000	2000/2001	2001/2002
- Principal: CS4 (1)	1	-	-
- Deputy Principal: CS3 (1)	1	-	-
- H.O.D.: CS2 (2)	2	4	6
- Teachers: CS1 (4)	4	10	20

1 Admin. STAFF AND GEN. ASSIST.

- Admin Officer (1)	1	2	4
- Typist (1)	1	-	-
- Driver (1)	1	-	-
- Assistant food Supervisor (1)	1	-	-
- House Mother (2)	2	-	4
- House Father (2)	2	-	4
- Cleaners (4)	4	8	5
- Gardeners (2)	2	4	2
- Security Officers (4)	4	6	2
- Cooks (4)	4	8	2

Posts for the above mentioned Staff have not yet granted.

Total

29	42	53
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PERSONNEL EXPENDITURE

	1999/2000	2000/2001	2001/2002
Salaries	1 582 000	2 740 000	3 700 000
Bonus Services	1 582 000	2 740 000	3 700 000
Overtime	100 000	2 000 000	300 000
Medical Aid	50 000	60 000	70 000
Housing Subsidy	—	—	—
Hostel Supervisory Allow.	40 000	50 000	60 000
Compensation	100 000	200 000	300 000
Pension Services	—	—	—
U.Z.P.	20 000	30 000	40 000
Stabilisation	—	—	—
Fuel Allowances	20 000	25 000	30 000
Subs. Maint. Allowances			
Total	4 214 000	6 045 000	8 200 000

ADMINISTRATIVE EXPENDITURE

Advertisement	1 300 000	1 500 000	2 000 000
Tel. Communication	852 000	900 000	10 000 000
Membership Registration	12 000 000	12 200 000	12 500 000
Other Allowances	1 000 000	1 500 000	2 000 000
S.d.P.	17 000 000	18 000 000	19 000 000
Statutory Levies			
General Transport	100 000 000	200 000 000	300 000 000
Motor Transport	50 000 000	100 000 000	120 000 000
Total	18 982 000	342 200 000	455 500 000

TORES AND LIVESTOCK

	1999/2000	2000/2001	2001/2002
Consumable Requirements	241408	298620	538250
Printing	2200	1900	2200
Publication/Book/Magazines	-	-	-
Stationery	745360	366400	262200
Textbook & Prescribed Books	-	-	-
Uniform & Protective Clothing	98430	100300	156400
	1087448	1207220	1749050

EQUIPMENT

- Capital Equipment	250000	350000	450000
- Computer & Peripherals	30000	45000	60000
- Labour Saving Devices	20000	30000	40000
- Office Equipment & Fittings	40000	50000	70000
- Technical Furniture & Equipment	150000	250000	350000
- Repair of Equipment	10000	12000	16000
- Rental of Equipment	20000	30000	40000
	277000	767000	1026000

PROFESSIONAL AND SPECIAL SERV.

- ~~Professional Services.~~
- ~~- Other Dept.~~
- ~~- Construction: Buildings~~
- ~~- Repairs~~

STORES AND LIVESTOCK

QUANTITY

PL UNIT

1999/2000

2000/2001

2001/2002

1. CONSUMABLE REQUIREMENTS

1.1. LINEN

- Sheet
- Pillow
- Pillow Case
- Bedspread
- Blanket
- Towel
- Curtain
- Washing Rag

200
50 ~~200~~ ~~40~~
200
100
200
100
30
50

25,00
30,00
15,00
125,00
50,00
40,00
80,00
10,00

5000
1500
3000
12500
10000
4000
2400
500

5800
2000
4000
13500
12000
5000
3000
900

6300
3000
3000
15000
13000
6000
4000
1000

Total

38900

46200

53300

1.2. KITCHEN UTENSILS

- Mug
- Plate
- Pot Cooking 20L
- Pot Tea 5L
- Saw Butcher
- Scale
- Sieve
- Spoon
- Spoon Serving
- Spoon Soup
- Table Folding
- Chair Stack
- Towel
- Trolley
- Gas Pots
- Saucepan
- Urn
- Table Cloth
- Water Jugs
- Glass Water

100
100
2
2
1
2
2
100
10
5
20
120
20
20
20
4
2
6
2
40
100
100

8,00
13,00
400,00
150,00
250,00
2000,00
25,00
12,00
20,00
20,00
380,00
70,00
15,00
400,00
900,00
500,00
800,00
30,00
25,00
10,00

800
1500
800
300
250
2000
50
1200
200
100
7600
8400
300
1600
1800
3000
1600
1200
2500
1000

900
2000
1000
700
400
3000
70
2000
350
200
9000
9500
450
2900
4500
2200
1900
3000
2000

1200
4000
3000
900
800
5000
100
3000
550
250
11000
12000
650
4500
650
340
250
400
300

Total

36200

46070

6635

	QUANTITY	P/unit	1999/2000	2000/2001	2001/2002
1.5 MATERIALS/EQUIPMENT RECREATION SPORT ACTIVITIES					
- Ball Volley	4	120,000	480	500	700
- Rope	4	180,000	720	850	950
- Television	2	3000,000	6000	7000	8500
- Video	2	3000,000	6000	7000	8500
- Ball Soccer	10	250,000	2500	3500	5400
- Ball Net	2	250,000	1250	3400	540
- Ball Goal	1	350,000	1250	3400	540
		Total	18200	25650	3485
1.6 HOSTEL EQUIPMENT					
- Single Bed	50	480,000	24000	26000	27000
- Mattress	50	240,000	12000	14000	16000
- Bin Dust	20	48,000	960	1500	2500
- Bin Laundry	4	360,000	1440	2880	3500
- Chair	2	48,000	480	590	680
- Clock Wall	10	150,000	300	600	800
- Iron	50	180,000	9000	10000	11000
- Locker	2	250,000	500	600	700
- Table	10	80,000	800	900	1200
- Ironing Board					
		Total	49480	57070	63380
1.7 SCHOOL EQUIPMENT					
- Basket waste paper	20	30,000	160	250	300
- Chalkboard	1	50,000	2500	3500	4500
- Curtain Roll	1	50,000	3000	4000	5000
- Projector	1	400,000	4000	2800	3500
- Ruler chalk board	20	20,000	2000	2400	3000
- Scissors	20	20,000	2000	2400	3000
- Sharpener Pencil	20	20,000	2000	2400	3000
- Stapler	20	20,000	2000	2400	3000
- Table pupil	34	340,000	13600	15000	16000
- Table teacher	7	70,000	7000	8000	9000
- House Craft Material	120	120,000	12000	13000	14000
- Woodwork Material	120	120,000	12000	13000	14000

1.8 OTHER EQUIPMENT
- SPORT FACILITIES

2. FUEL AND OIL
- Gas for stove

3. PRINTING
- Receipt Book
- Order Book
- School Report

4. PROVISIONS AND RATION

- Beans Sugar
- Beef 6300kg
- Bread 10
- Chicken
- Cooking Oil
- Juice
- Curry
- Custard
- Egg
- Fish
- Jam
- Jelly
- Maize Meal
- Mangarine
- Milk powder
- Peanut Butter
- Rice
- Salt
- Sugar
- Soup
- Tea
- Vinegar

QUANTITY	P/UNIT	1999/2000	2000/2001	2001/2002
		10 000	11 000	12 000
		20 000	25 000	30 000
10	70,00	700	800	900
10	70,00	700	800	900
40000	50,00	200	300	400
Total		1600	1900	2200
15 bags	200,00	3000	4000	5000
6300kg	13,00	81 900	89 900	90 900
10120 loaves	3,00	303 60	35 000	38 000
4800kg	28,00	134 400	154 400	160 000
50x 90L	150,00	7 500	8 500	9 600
60x 25kg	100,00	140	250	350
14 boxes	150,00	2 100	3 200	4 300
100x 2,5kg	30,00	3 000	3 200	3 000
13000	50,00	65 000	40 000	80 000
2160kg	140,00	302 400	70 000	412 400
30x 20kg	120,00	6 000	402 400	8 000
1000x 1kg	200,00	14 000	7 000	8 000
70x 20kg	30,00	3 000	16 000	18 000
50x 50kg	300,00	12 000	4 000	5 000
40x 20kg	250,00	28 750	13 000	14 000
115x 10kg	70,00	140	30 500	35 600
2x 50kg	10,00	5000	6 000	7 000
500x 10,5kg	30,00	5000	6 000	7 000
100x 12,5kg	35,00	2 100	2 200	4 400
60x 15kg	210,00	2 210	2 200	4 400
10x 50kg	50,00	500	600	700
10x 25L	1000,00	5000	6 000	7 000
50x 5L				

5. STATIONERY

	QUANTITY	UNIT	1999/2000	2000/2001	2001/2002
- Masking Tape	10	30	R 300.00	350	480
- Chalks and Colours	100	9	900	1060	2500
- Chalk White	50	5	250	300	450
- Chalk Colours	4	30	250	300	450
- Punches	20 boxes	200	120	230	850
- Drawing Pins	20	20	400	520	650
- Duster Chalk board	5	20	400	520	650
- Collecting fluid	20	10	60	70	80
- Eraser pencil	300	10	40	50	60
- files	10	20	3000	4000	5000
- Glue Ritt	5	100	800	380	450
- Toner Photostat	50 items	300	500	600	700
- Paper Copy A4	20	80	2500	3500	4500
- Paper Copy A3	10 boxes	5	1600	2500	3500
- Paper Clip	50	10	500	600	700
- Pen blue	30	10	300	600	1000
- Pen black	50	6	350	400	500
- Pencil H.B	20	30	150	250	350
- Staplers	20	30	180	180	280
- Ruler 30m	20	30	600	700	800
- Scissors	10 boxes	25	250	350	450
- Staples	20	10	120	180	280
- Pencil Sharpener	10	25	250	350	450
- Book Carbon	20	30	600	700	800
- Disc Computer	200	50	1000	1500	2000
- Paper 70x	20	250	250	300	400
- Envelop 350x250	20	20	400	500	600
- Paper adding Machine	5 x pht	25.00	125	200	320
- Paper Carbon	30 items	50	1500	1590	2000
- Paper Computer					
Total			17295	24680	42940

6. UNIFORM

- Boys:- Shirt
Pant
Underwear
Jockey
Socks
Shoes

- Girls:- Dress
Panties
Jockey
Socks
Shoes
Security uniform

- Staff:- Overall Kitchen
Boot Water
Overall Housemaid
Overall Housemaid
Overall Cleaners
Shoes Cleaners

Quantity

P/UNIT

1999/2000

2000/2001

2001/2002

100

50

5000

5 500

6000

100

120

12000

12 500

13 000

100

12

1200

1 300

1 500

100

120

12000

12 500

13 000

100 pairs

12

1200

1 900

2 500

50

150

7 500

8 200

9 300

100

130

13 000

14 000

15 000

100

25

2 500

3 000

4 000

100

130

13 000

14 000

15 000

100 pairs

12

12 000

13 000

14 000

50 pairs

150

15 000

16 000

17 000

500

500

700

800

10

150

1 500

2 000

3 000

4 pairs

200

800

900

1 900

6

130

780

8 900

9 900

6

150

900

1 500

2 500

20

130

2600

3 700

4 800

98480

100 300

156 401

7. SALARY

- Teaching Staff (8)

- Non-Teaching Staff (22)

8

22

640 000

840 000

950 000

942 000

1 900 000

2 800 000

1582 000

2740 000

3700 000

SERVICE BONUS

- Teaching Staff

- Non-Teaching Staff

8

22

640 000

840 000

950 000

942 000

1 900 000

2 800 000

Total

1582 000

2740 000

3700 000

Network and Flow Diagrams

participatory appraisal "methods" paper

Although this paper and its companions focus on specific tools, in participatory work both the process and the behaviour and attitude of the facilitator are as important as the methods being used:

- *"let them do it"*
- *encourage innovation in the use of methods for structuring discussions*

A preliminary pack about "behaviour and attitudes" has been prepared, which contains some of the key principles of "b&a" within the context of PRA, some reflections on facilitator "b&a" from field experiences and ideas for training and with exercises to enhance awareness of different aspects of "b&a". Photocopies are available from IDS.

Comments, suggestions and additions to this pack and all of the methods papers are welcome, as these brief overviews of the methods do little more than scratch the surface of the range of ideas, innovations and applications that exist. However, hopefully they will provide some initial food for thought, and spark off other ideas.

These papers are not designed as "how to do it" guides, and should not be read as such by those seeking initial guidance. Instead, they aim to start to indicate the breadth of potential applications and the flexibility of visual techniques. Variety and adaptability are stressed - in approach, in subject matter and in methodology. As each situation is individual, so each process should be unique, avoiding the danger of simply using tools as part of a "routine". There are so many new ideas and ways of using techniques emerging continuously, that these papers cannot hope to touch on them all.

The division by "tool" is also artificial, as there are overlaps between them all, and it is difficult to categorise many of the diagrams. This discussion is based on numerous case studies, mostly but not exclusively from published articles and reports, and the examples included are to provoke thought, and indicate difference. They also are not definitive, and are only a small selection of examples.

compiled by Carolyn Jones, January 1995

(September 1996 update)

"LINKAGE DIAGRAMS - NETWORKS AND FLOWS"

Key components:

- systematic analysis of a wide range of issues
- examination of impacts, cause-effects, relationships, flows of resources

Why diagram?

Network diagrams can act as a basis for discussing the relationships between different groups, individuals or issues:

- illustrate relationships between elements within a system

Flow diagrams discover and analyse impact, resource or activity flows:

- illustrate causal flows, impacts and linkages.

Current situations, constraints, problems and opportunities can be discussed, as can the effects of specific problems or interventions. These types of diagram can both:

- highlight gaps in understanding or indicate "missing" potential connections
- identify points at which "negative" or vicious circles can be broken
- identify significant issues
- indicate the impact of interventions
- plan
- evaluate.

It is possible to obtain a high level of detail from these diagrams, depending on circumstance. Both broader issues and very detailed, specific ones can be studied. It is also possible to undertake comparative analysis, i.e. of resource flows from richer/ poorer households.

Description

These complex diagrams are dependant on the respondent, facilitator and the information depicted, but in general terms consist of a central circle, which has the main issue written or symbolised in it, with elements radiating from it. Secondary elements radiate from this.

With network diagrams, the way in which the relationships are depicted is of great importance, for example through the use of different types or colour of lines linking the different elements or organisations. Where the relationships between institutions are concerned, these may be built up from Venn diagrams, with additions to show, for example, channels of communication or different aspects of relationships.

Simple flow diagrams can consist of a single sequential chain. They can, however, become more complex, with the build up of complex webs. This includes both links and flows, and illustrates the complexity of systems, whether they relate to the natural or human environments. Volumes, directions, and so on can be added to the diagrams, which can become incredibly complex.

Depending on the objectives, some facilitators recommend limiting the expansion of this type of diagram, as they can easily become difficult to interpret. If the aim is to have a clear product that can then be shared with other groups for further discussion, this may be important. Having a clear, specific topic helps in this. If the aim is to generate a structured discussion, and to enable this to go as far as it can, then the ability to "reinterpret" the diagram

itself becomes less important than the discussion, and very complex systems of links or flows can result.

Application

There have been numerous applications of such diagrams within PRA, as any subject involving relationships, linkages, causes or outcomes can be portrayed. The following list is indicative, and includes the analysis of systems, problems, coping mechanisms, institutional interactions and decision making strategies:

- household systems, farm systems
- resource flows, incomes and expenditures
- household energy flows
- agricultural, and other, production systems, marketing systems, or product flows
- impact of introducing new crop varieties
- nutrient flows
- credit systems or credit flows
- household/ community level enterprise systems
- forest users/ forest management systems
- forest product flows
- causal diagram for deforestation
- causal diagram for river pollution
- impact of drought
- indigenous knowledge systems
- health, diseases, child death cause/ effect flows
- effect of husbands/ fathers drinking
- effects of male/ female child births
- impact of project interventions
- problem/ solution analysis

Innovation

From an early stage, flow diagrams have indicated not only the direction of flows but in many cases also the quantity (in relative or absolute terms) and other additional information. These may be weighted, through the use of open or fixed scoring if quantification is difficult or unnecessary. In this way a complex picture allowing for some depth of analysis can be built up. Flows can be represented by lines of different thickness, also indicating relative significance. In other cases, primary interactions have been represented by thick or double lines, and secondary and tertiary interactions by progressively thinner lines.

The links are equally important in network diagrams where different types of line (dotted, dashed etc.) can indicate different types of linkage, whether by labour type, dependency or communication, for example. In one case, individual households were linked to the central "village" by numerous different categories to examine the strength of community action. Colours have been used in a similar way, to differentiate between positive/ negative impacts, present/ past/ potential, and internal/ external factors. A gender perspective can be brought to bear by representing different linkages for men and women on the same diagram. Again, lines can be weighted by scoring using counters, or symbols added to show different types of linkage.

Using these methods, it is also possible to examine significant changes over time, whether related to one specific event such as a crisis situation or project intervention (not

synonymous!) or incremental change. Both potential (indicating the present and the future) and actual (then and now) changes can be visualised using separate sets of lines and differentiating between "boxes" if these also vary. Potential solutions to problems can be portrayed, for example by adding differently coloured or shaped boxes and indicating at which stage this alteration or intervention should occur.

Triangulation

Flow and network diagrams are often born out of ranking, mapping, venn diagrams or other exercises, depending on the context, and there is opportunity to "check" the results from these techniques. Depending on the subject matter it is possible to triangulate through observation, transects etc. Resource flows can be followed up by visits to farmers fields, for example, although it is just as possible that the diagramming will be borne out of the discussion surrounding the visit to the fields.

Participation

It has been found that conducting network diagrams with individuals, creating no opportunity for discussion or feedback, means that on the spot triangulation is weaker. Discussion in groups leads to greater possibilities for triangulation, and it appears that working with groups is favoured by facilitators, except where individual or household issues are discussed. The context of the diagram usually indicates whether this is an individual or group exercise. For community issues larger groups are preferred as the content of the diagram is highly subjective and it is important to include all the relevant elements and interactions. Where household or farms systems are being analysed, then an individual context may be important.

Timing

This type of exercise is not generally conducted at the start of a PRA when diagramming is unfamiliar to participants, and since it often requires complex analysis. Depending on the subject matter, however, a number of other exercises can be used to lead into networking or flow diagrams. Field examples include developing:

- a pollution impact diagram from problem and pollution matrices
- crop input and output flows from crop ranking, transects and SSIs
- household energy, marketing or farm systems from a farm profile
- forest use and management systems from natural resource mapping or species preference ranking
- resource flows, credit flows, household systems etc. from well-being ranking
- institutional networks from Venn diagrams.

Materials

Most materials can be used, depending on circumstance, although it is best to use a material which can be easily changed, such as soft ground or chalk/ pencil. Objects may assist in the identification of elements in boxes, or symbols can be drawn. These are preferred over writing for group work where not everybody will see the network from the same angle, or where literacy is low to prevent hijacking of the diagram by a few literate people. Where linkages or elements are being scored, a moveable "counter" such as beans or stones is preferred, although numbers can be drawn on to the diagram.

Strengths and weaknesses

Networks and flows can represent a complexity which is often difficult to articulate. A wealth of information can be presented, and potentially detailed analysis carried out. The connections

between external and internal factors can also be represented. Many such diagrams appear to occur spontaneously from other discussions, and require little forward planning, unlike some other exercises which may be planned in advance.

However, if there is not an easy lead in from discussion, the concept of networks can be difficult to explain. There is a need for facilitators to be clear about the specific issue/ problem under discussion, and be careful to phrase questions clearly and most importantly simply. There are a number of cases where confusion had arisen through lack of understanding.

Confusion can also arise if the diagram becomes too complicated, as boxes become too numerous and interactions too detailed. However, there is the concern that rigorous analysis is limited through attempts to simplify complex reality, limiting its value as a planning tool, particularly if the elements and links are limited by the facilitator. Others feel that discussing interactions in this way enables more meaningful planning and understanding of the potential dynamics of intervention.

Facilitation is very important, for the reasons mentioned above, and because diagramming networks is so complex that care must be taken to examine the issue from a number of angles to ensure there are no significant omissions. One facilitator felt after the event that they had missed out all the negative interactions, partly because of the way the opening question had been phrased, and because further questions had only focused on positive interactions.

It may be particularly important to triangulate ideas with a number of different groups as the items raised are highly dependant on the situation. For example when examining causes of poverty it was found that how far down a chain of ideas the people went was in large part dependant on the probing of the facilitator, and that people found it interesting to compare different analysis.

In other cases flow diagrams were drawn by facilitators on the strength of a number of SSIs, or farm systems drawn later, although on maps that farmers had produced. Linear, written "flows" have also been created from interviews. This changes the diagram completely, and means that that analysis is that of the outsiders, not the local people. One outsider felt that decision or problems trees could only be produced after interviews and were not a participatory technique - "difficult to produce and of little value". This introduces the dangers of retrospective memory of the situation, and the temptation to use ones own rationalisation for interpreting issues. Diagrams drawn in this way should be clearly labelled as such to avoid confusion with participatory techniques and local analysis.

All comments, additions and ideas welcomed!

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OUTREACH

VOLUNTEERS FOR RURAL DEVELOPMENT

PRA methods and their applications

The following notes are prepared for those of you who wish to understand PRA methods and their uses - and therefore village conditions better.

This is not an exhaustive list. PRA methods are still evolving. Maybe you will evolve some yourself and add to the collection.

However, for the sake of simplification given below are a few of the PRA methods, their descriptions and their applications/uses.

Method	Description	Applications/uses
1. Time line	Is a chronology or sequence of events that have taken place in a particular village or area. These may pertain to the general history of the village, or to specific subjects or sectors such as health, education, agriculture, animal husbandry, etc.	<p>The time line exercise can be applied to find out the background of a village or the evolution of specific activities or programs such as Health, Education, and other Social Amenities (such as transport, water supplies, etc.), Animal Husbandry and Agricultural programs, and other economic activities.</p> <p>The time line for Agriculture, for example - would indicate the occurrences of droughts, in the adoption of new crops and varieties, HYVs and Hybrids, fertilizer usage, years in which major crop failures took place and so on.</p> <p>Similarly, a time line on Animal husbandry would indicate the trends in Animal husbandry practices, shifts in the populations of small and large animals, introduction of cross breeds, installation of vet infrastructure, major disease epidemics and so on.</p>

Method	Description	Applications/uses
2. Venn (Chapati) Diagrams	<p>These show relationships of various institutions, organizations, programs or individuals with each other and with the village as perceived by the villagers. The exercise is carried out with the use of different sizes of circles or paper contents, which indicate the relative importance or unimportance of a particular institution/individual to that particular village.</p>	<p>In general terms this method could be used to establish the total picture in terms of the villages' relationship with different institutions (such as banks, milk cooperatives, agri. cooperatives, vet dispensary, Hospital, Market etc.).</p> <p>Specifically, the exercise may be done by asking the villagers to indicate, for example their positioning and ranking of various constituents of the veterinary infrastructure such as Artificial Insemination, Hospitals, Milk Societies, Cattle Markets, grazing land, Drugstores, etc.</p>
3. Seasonality Diagramming	<p>An extremely important and useful exercise which is used to determine seasonal patterns in rural areas as related to rainfall, farming practices, employment and so on.</p> <p>In seasonality, an attempt is made to determine the seasonal calendar as understood and practiced by the villagers. This is either in terms of festivals such as Ugadi, Deepavali, Sharkaranti, etc. This is then adjusted to the English calendar and thus built upon using different lengths of sticks or numbers of stones or seeds to quantify items such as rainfall, employment, etc.</p>	<p>The seasonality exercises has a wide range of applications. It can be used to indicate rainfall, agricultural operations, employment, credit and fodder availability, grazing patterns, milk yields, breeding periods, animal and human health, disease patterns, etc.</p>

Method	Description	Applications/uses
4. Matrix ranking	<p>This exercise is done when it is required to compare and study the merits and demerits of a variety of items such as different types of crops or varieties of crops, animal breeds, trees, etc.</p> <p>The exercise is done by means of preparing a visual chart with the items on one side (as is) and the criteria for comparing these items on the other side. These criteria are to be listed by the villagers themselves. For example in the case of crops, the criteria could be gram yield, straw yield, quality, drought resistance, disease resistance, etc. In the case of animals, the criteria could be milk yield, fat percentage, disease resistance, requirement of green fodder, etc.</p> <p>Once the chart is established, scoring is done, i.e. points can be given for each item by placing seeds or stones. For example - if a variety of breeding is extremely disease resistant, the farmer may give it a score of 4 or 5. If it is less resistant, 2 or 3 points. If it is disease susceptible it may be given 1 or 0 points and so on.</p>	<p>Matrix ranking can be used to study a range of subjects: trees, fodder, types of cattle and breeds, crops & crop varieties, soil types, etc.</p>

Method	Description	Applications/uses
<p>5. Mapping</p> <p>a) Social mapping</p>	<p>This is the construction of a map of the village living area using rangoli powders or chalk on the ground or a cement floor. Through this exercise an understanding of the village layout, showing the main features such as housing, temples, stores, and other infrastructure. Once the base map is established, it is possible to build onto it different types of information such as animal and human census, education and health status, land holding and economic status and many other such items of interest about which information is required for the purpose of planning. For this purpose, different types of seeds can be used to indicate a specific category or item. For example if it is an animal husbandry census then, tamarind seeds are used to indicate bullocks. Custard apple seeds for buffaloes, castor seeds for cross bred cows, maize seeds for buffaloes, black gram seeds for goats, green gram seeds for sheep and so on can be used to indicate the various populations of these animals in each household.</p> <p>Similarly markers of different colours of rangoli can be used - given to indicate irrigated land owners, brown for dry land owners, red for landless and so on.</p>	<p>Social maps can be used to identify different caste groups, cattle owners (particularly) crossbred owners, small animal owners, milk buffalo owners, etc.</p> <p>The exercise can also be done to find out the household wide status of animal or land holding.</p> <p>Animal and human census can also be done by this method using different types of seeds as described.</p> <p>Mapping can also be used to identify past and future IRDP beneficiaries, families which have undergone family planning, household educational status such as identifying those households where chronic ailments or handicaps exist.</p>

